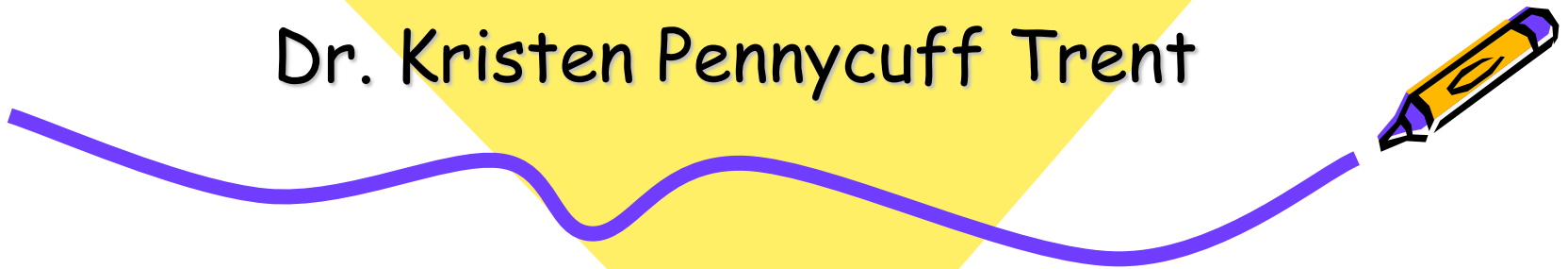




English Language Oral Development and Instruction

Dr. Kristen Pennycuff Trent





Ms. Santos, a third-grade teacher, begins her lesson every morning by using a "hook"-an activity that piques her students' curiosity about the lesson. She uses these activities in rotation: poetry reading, songs, riddles, choral reading of multicultural literature books, picture-file activity, TPR overhead transparency, and games. Several of her students are English language learners. When she introduces her lesson with a song, she first pronounces all the words in the song slowly and clearly. Then her students echo-read the song's script with her. After they have read the song's script, Ms. Santos plays the song, and the students will sing along. She then discusses the meaning of some of the words in the song using pictures, TPR, and realia. She then focuses on the concepts and lexical items in the song that correspond to the lesson. For instance, in the rainforest lesson, she uses the "Rainforest Song," and the children sing this song to the tune of "If You're Happy and You Know It." She highlights concepts and vocabulary from the lesson such as emergent, canopy, understory, and forest floor. Students enunciate the words in the song, give word definitions, match pictures to vocabulary, and then reflect on their learning process by writing and illustrating in their journal. At the end of the thematic lesson, students take their journals home to share with their families.



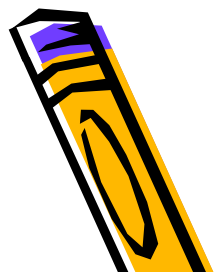


Ms. Santos likes to use games as a culminating activity in her lessons. Today she uses a game called "Passing a Parcel" for a lesson on adjectives. Ms. Santos puts her students in a circle and asks them to describe a picture that she shows them. The first student who starts the game describes what she sees in the picture and then passes the picture to the student sitting next to her. The next student repeats the earlier student's statement and adds her or his own statement to it. So, Cathy looks at the picture in front of her and says, "I see a red ball on the beach," and passes the picture to Tim, who then says, "Cathy sees a red ball on the beach, and I see the blue ocean." Kim Huh continues with "Cathy sees a red ball on the beach, Tim sees the blue ocean, and I see the golden sand." This activity is completed when every student has a chance to come up with a statement that describes the given picture and also repeats the prior statements made by the other students.



- How do these activities promote ELL's oral language development?

Oral Language Development Leads to Literacy



- Teachers should provide ELLs with classrooms that are rich in oral language.
- Speaking, an interactive process of constructing meaning, involves producing, receiving, and processing information and requires learners not only
 - to know how to produce specific points of language such as grammar, pronunciation, or vocabulary (linguistic competence), but also
 - to understand when, why, and in what ways to produce language (sociolinguistic competence) .



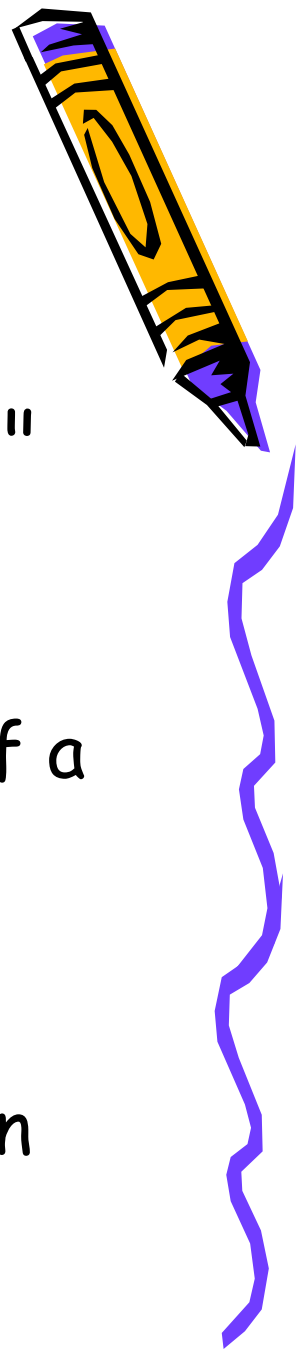
Transactional and Interactional Language Functions

- Spoken language has two main functions: transactional and interactional.
 - The primary goal of the **transactional function** of oral language is transference of information, and it is message oriented.
 - The primary goal of **interactional spoken language** is to maintain social relationships and, therefore, is listener oriented.

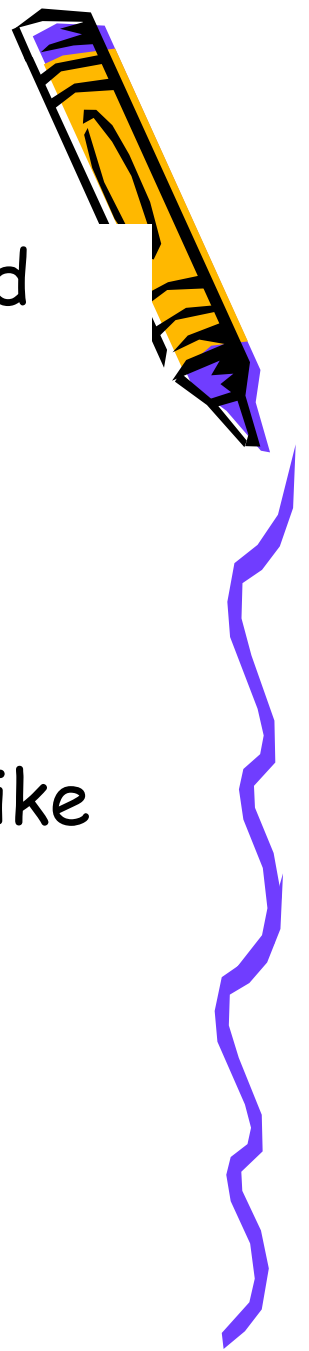


Short Turns and Long Turns

- Spoken language has "short turns" and "long turns."
 - A short turn consists of one or two utterances and demand much less of a speaker in the way of producing structures.
 - A long turn consists of a string of utterances that may be as long as an hour's lecture.



Short Turns



- Mario: Pokemon and Power Rangers + did you +
- Jim: Pokemon + Power Rangers?
- Mario: Do you like-
- Jim: They are all right
- Mario: My favorite is Pokemon + but I like the Power Rangers too + it's fun!
- Jim: Do you like SpongeBob? + I love to watch SpongeBob-it's the best!
- Mario: Yeah SpongeBob is funny, that's one of my favorite cartoon shows too.



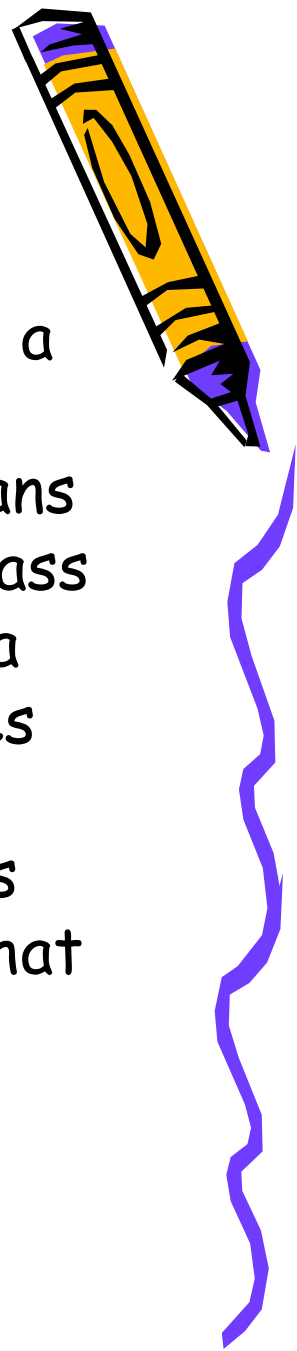
Long Turns

Maria: Once upon a time, there were /tree/ little pigs and one big wolf. Eh ... They lived in the eh ... lot of trees, bosque, forest? First pig live in a /estraw/ house and the wolf came and blow his house down. The wolf said, huff and a puff and blow the house down. Then, the wolf go to the second pig house. He live in a wood house and the wolf huff and puff and blow his house down too. And then, the wolf go to the third pig house ... and this pig live in /estone/ house, eh a more better house. The big bad wolf huffed and puffed but the house did not blow off because it was a more strong house. The pig came down the tube in the house? and the wolf died in eh ... hot, aqua ebullicion, eh water hot? The End.



Competence of L2: Tan's Story

Tan can walk into a shop that sells jeans, ask for a pair of jeans in excruciating English, and get rewarded; he walks out of the store with the jeans he wants. His same performance in his English class results in some sort of punishment—a low grade, a frown from his teacher and peers, and sometimes even a reprimand. It is of no surprise that some English language learners remain silent! Students realize that their teacher is not interested in what they have to say, but in how they say it.

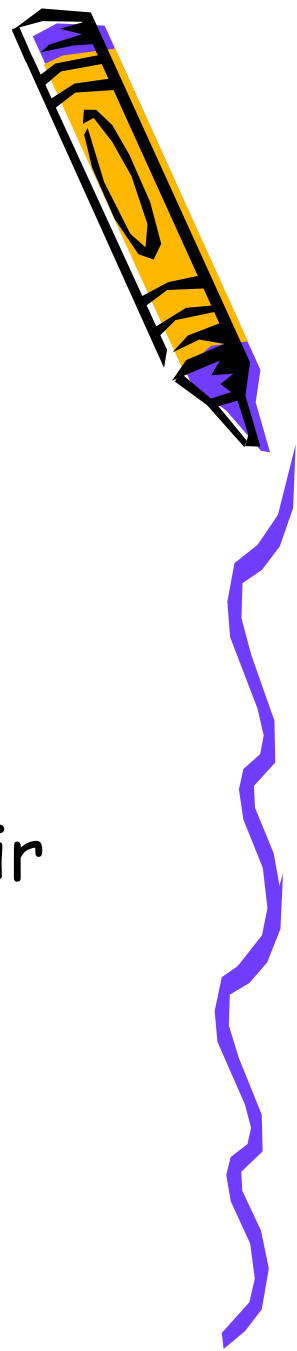


Why is Speaking Difficult for ELLs?



- Iceberg Analogy: Most of the act of speaking is not directly observable. What we hear is the culmination of a series of five internal processes:
 - (a) People's thoughts are an outgrowth of their feelings, desires, and needs. They have something to say and are motivated to communicate their thoughts to others.
 - (b) Speech involves the conversion of thoughts to language.
 - (c) The sounds, words, and forms used are stored in internal cognitive networks.
 - (d) The speakers' competence is brought into play as they begin the conversion of thought to speech.
 - (e) The listeners can hear the result, the performance skill, in action.

Why is Speaking Difficult for ELLs?



- Second language learners display their competence of the second language through speaking.
 - Unfortunately, not all of their competence can be seen through their performance.



Why is Speaking Difficult for ELLs?



- One of the difficulties that second language learners face is the actual pronunciation of the sounds of the language.
 - /th/ and /sh/sounds for Spanish speakers learning English
 - Rolling /r/ sound for English speakers learning Spanish
 - Vowel sounds for Spanish speakers learning English
 - Ate and after vs pluma



Pronunciation: To Correct or Not To Correct?

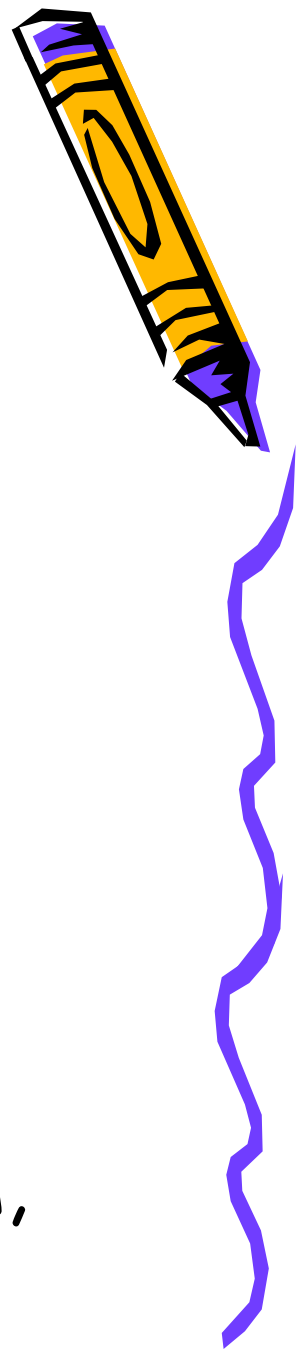


- Pronunciation is by far the LEAST significant of the many problems faced by ELLs.
 - As long as they can communicate their meanings, some flaws in pronunciation will not keep them from being understood.
 - May help retain cultural identity and solidarity.

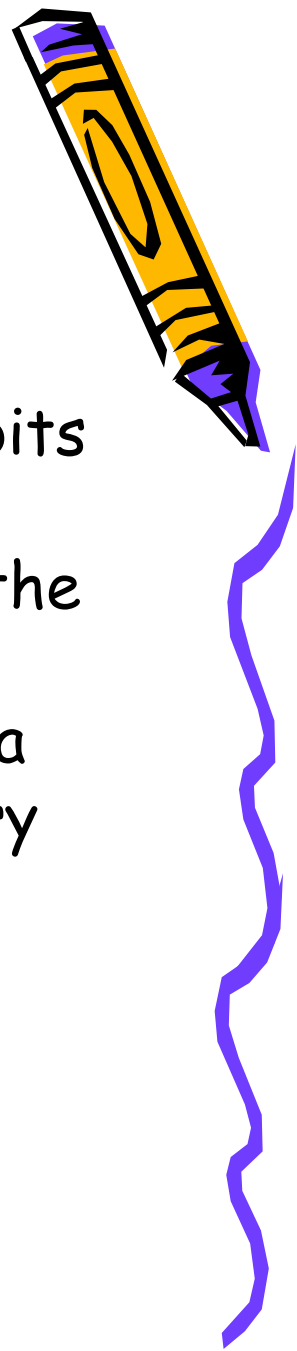


Strategies for Oral Language Development

- Games
- Songs
- Poetry
- A Recording Studio
- Show and Tell
- Choral Reading
- Technologies such as television, VCR, audiotape recorder, and computers



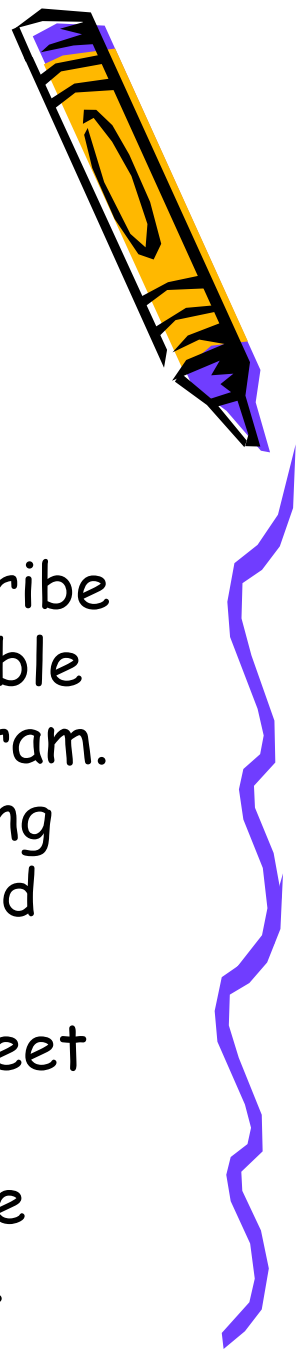
Oral Language and Content Areas



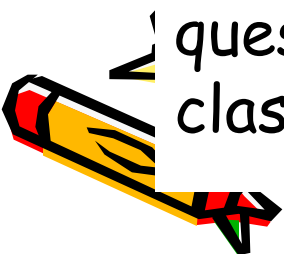
Ms. Evans teaches the concept of the eating habits of two types of whales: baleen and toothed. Students use combs and chopsticks to simulate the eating habits of these two types of whales. Students also make their own whale and act out a poem using their whale. Students listen to a story called "The Whale Song" and engage in a class discussion on whales' basic needs.



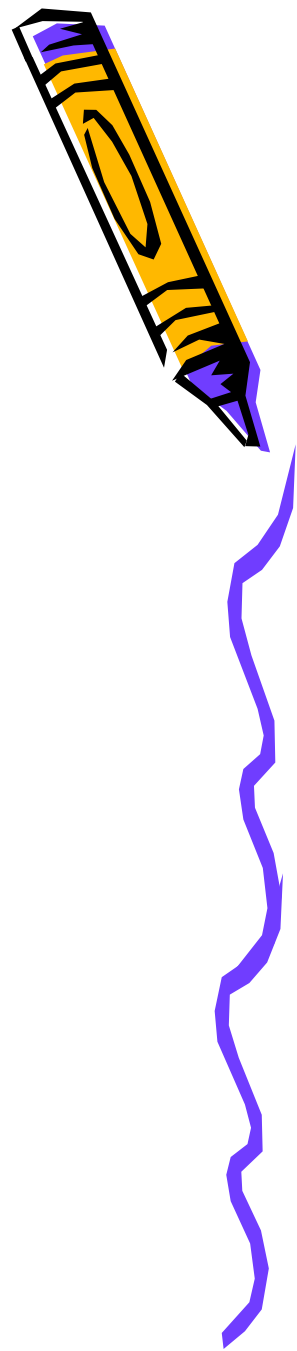
Oral Language and Content Areas



The class is learning about the space program (NASA) and the people who have influenced it. Students learn what a space shuttle is and describe what happens when it is launched. They will be able to explain the notable figures in the space program. Students work at computer stations in pairs doing research on notable astronauts using preselected sites. Students discuss their findings with each other. They are then asked to compile a fact sheet about these astronauts to use in a game of "20 questions" played at the end of this activity. The class will ask each team about its own astronaut.



Strategies for Oral Language Assessment



- SOLOM (Student Oral Language Observation Matrix)
 - Comprehension, fluency, vocabulary, grammar, pronunciation
- Observation Checklists
- Anecdotal Records



SOLOM Teacher Observation

Student Oral Language Observation Matrix

Student's Name:			Grade:		Date:
Language Observed:			Administered By (signature):		
	1	2	3	4	5
A. Comprehension	Cannot be said to understand even simple conversation.	Has great difficulty following what is said. Can comprehend only social conversation spoken slowly and with frequent repetitions.	Understands most of what is said at slower-than-normal speed with repetitions.	Understands nearly everything at normal speech. Although occasional repetition may be necessary.	Understands everyday conversation and normal classroom discussions.
B. Fluency	Speech so halting and fragmentary as to make conversation virtually impossible.	Usually hesitant; often forced into silence by language limitations.	Speech in everyday conversation and classroom discussion frequently disrupted by the student's search for the correct manner of expression	Speech in everyday conversation and classroom discussions generally fluent, with occasional lapses while the student searches for the correct manner of expression.	Speech in everyday conversation and classroom discussions fluent and effortless; approximating that of a native speaker.
C. Vocabulary	Vocabulary limitations so extreme as to make conversation virtually impossible.	Misuse of words and very limited; comprehension quite difficult.	Student frequently uses wrong words; conversation somewhat limited because of inadequate vocabulary.	Student occasionally uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies.	Use of vocabulary and idioms approximate that of a native speaker.
D. Pronunciation	Pronunciation problems so severe as to make speech virtually unintelligible.	Very hard to understand because of pronunciation problems. Must frequently repeat in order to make him/herself understood.	Pronunciation problems necessitate concentration on the part of the listener and occasionally lead to misunderstanding.	Always intelligible, although the listener is conscious of a definite accent and occasional inappropriate intonation patterns.	Pronunciation and intonation approximate that of a native speaker.
E. Grammar	Errors in grammar and word order so severe as to make speech virtually unintelligible.	Grammar and word order errors make comprehension difficult. Must often rephrase and/or restrict him/herself to basic patterns.	Makes frequent errors of grammar and word order that occasionally obscure meaning.	Occasionally makes grammatical and/or word order errors that do not obscure meaning.	Grammar and word order approximate that of a native speaker.

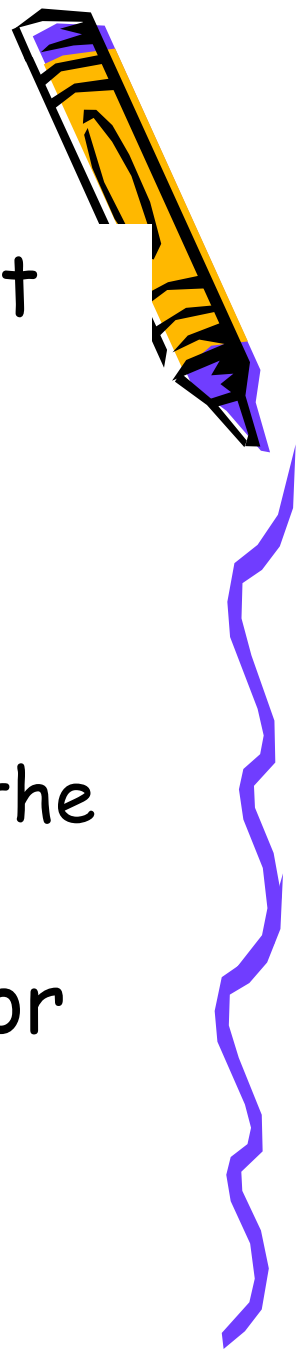
Global Errors



- Global errors affect overall sentence organization and significantly hinder communication. They include:
- wrong order of major constituents
 - e.g., Chinese language use many people
- missing, wrong, or misplaced sentence connectors;
 - e.g., not take this train; we late for work or she will be rich until she marry;
- missing cues to signal obligatory exceptions to pervasive syntactic rules
 - the employee's work looked into the boss;
- regularization of pervasive syntactic rules to exception
 - we amused that play very much



Local Errors

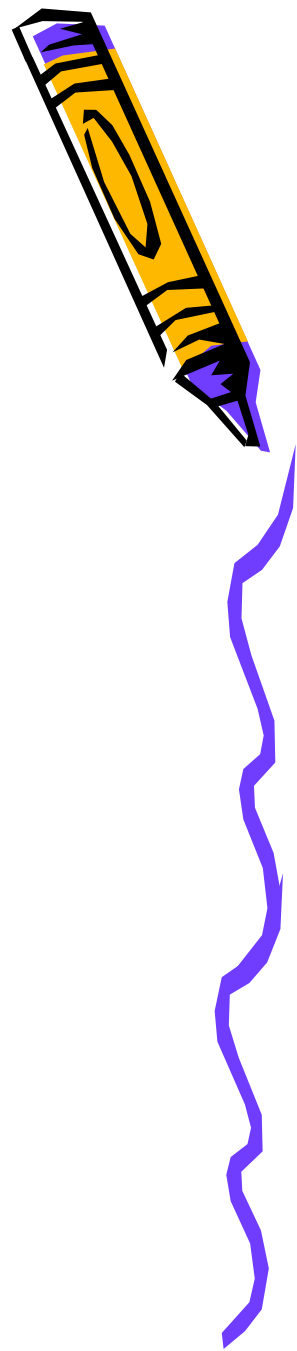


- Local errors are errors that affect single elements (constituents) in a sentence and do not usually hinder communication significantly.
 - They include errors in noun and verb inflections, articles, auxiliaries, and the formation of quantifiers.
- The distinction of global/local error can be seen in these examples:

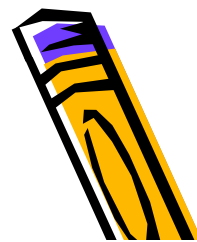



Types of Errors

- Teachers should spend more time correcting **global errors** because they impede meaning.
- **Local errors** do not hinder communication.
 - Why love we each other? vs.
 - Why we love each other?



Dos of Speech Correction



1. Model or rephrase students' utterances using the correct form. Speech is learned through listening to speakers, so modeling speech gives the students a chance to listen to correct speech.
 2. Make note of students' speech errors and incorporate the correct form in instruction.
 3. Use a nonthreatening form of correcting errors by using a nonintrusive signal code such as "thumbs-down" when students make errors.
-  This will give them a chance to self-correct.



Dos of Speech Correction



4. Ask students to tape-record their own oral language and listen to these tapes on your own time. Discuss the errors during student-teacher conferences.
5. Have students compare their own taped oral reading to a model tape or a tape produced by a more proficient peer. ELLs can imitate the correct pronunciation.
6. Make speech error corrections in written form to enable students to grasp and concretize the corrections.



Dos of Speech Correction




7. Errors should always be corrected in context and not in isolation.
8. Create a learning environment that consists of a community of learners who will help each other in correcting their mistakes.
9. Engage students in a speech-rich environment. This enables them to listen to speech and practice their own speech. Meaningful speech experiences can help reduce speech errors.
10. If fluency is the goal of oral language development, design meaningful tasks that allow students to speak freely and keep correction of grammatical errors to a minimum.



Don'ts of Speech Correction



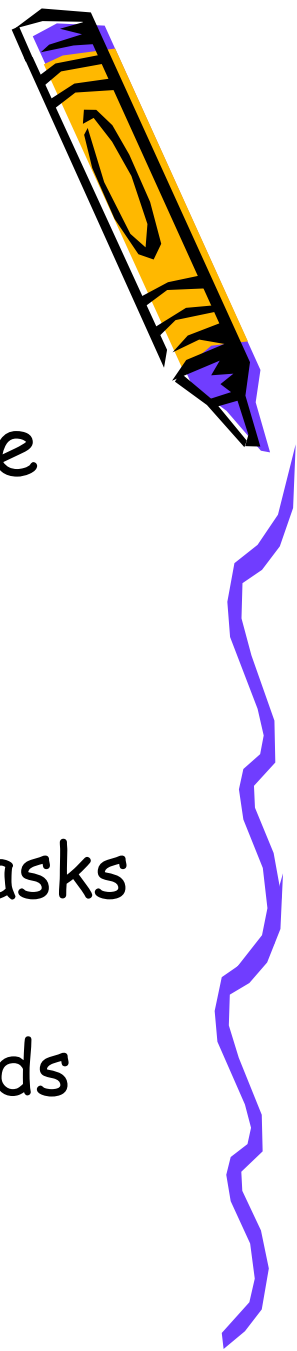
1. Do not correct errors made in conversations because the likelihood of learners' remembering these corrections is almost nonexistent.
 2. Do not overly correct students' speech errors. This will result in students' reluctance to participate in class.
 3. Do not do correction in the form of oral drills. This may not impact students' learning of the correct form.
 4. Do not overwhelm students by correcting the different forms of errors that they make all at once.
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Don'ts of Speech Correction



5. Do not let students continue making the same error without some form of intervention.
6. Do not correct form over meaning, especially in speech errors made by beginners.
7. Try not to correct students' speech errors in front of the whole class. This may embarrass them and hinder them from speaking up.
8. Do not correct accent if learners' speech is intelligible. This can be an identity issue.

Speaking is the Key to Communication



- Teachers can help learners improve their speaking and overall oral language competency by
 - examining what good speakers do,
 - by examining the kinds of speaking tasks used in the class, and
 - by recognizing learners' specific needs in learning spoken English.

